



DoE Strategic Plan 2018-2022	State Schools Strategy 2019-2023	Strategies	Performance Measures	Evidence Source
Alignment	Successful Learners	<ul style="list-style-type: none"> Monitor and evaluate the use of the Australian Curriculum into the classroom – unpack with all classroom staff to ensure understanding and requirements Monitor and review whole school curriculum plan to cater for change in multi-age context Embed whole school individualised learning plans for students using the inquiry cycle approach Embed 'Age Appropriate Pedagogies' throughout curriculum planning and delivery Continue to progress the improvement agenda for improving student outcomes Embed research-validated school wide Pedagogical Framework 	<ul style="list-style-type: none"> All staff setting, monitoring and tracking Personalised Learning plans and 5 weekly goals All students identified for support through a case management approach All data walls reviewed and updated Students know their short term goals and are given regular feedback All staff engage in professional development and planning sessions 	OneSchool Semester reporting (LOA) Headline Indicators Learning Walls Inquiry Cycles NAPLAN School Opinion Survey School-Wide Assessment
	Teaching Quality	<ul style="list-style-type: none"> Build the data literacy skills of teaching staff to interpret, analyse and use class data to reflect the effectiveness of teaching practice and make adjustments Access coaching from Regional Early Year Coaches to build capacity of all staff to implement and embed Age Appropriate Pedagogies Implement and embed a school model for teaching reading and writing Develop and embed a process to monitor the effectiveness of units of work to ensure alignment Engage in whole school moderation practices to include other small schools in the cluster 	<ul style="list-style-type: none"> All staff using OneSchool to analyse student achievement data All staff using collaboratively agreed on processes to provide consistent regular feedback to students to improve student outcomes All staff using Learning Walls Formalised Coaching and Walk Throughs 	Unit plans, containing differentiation Individualised short term goals Whole school curriculum and assessment plan – data collection timetable Professional Learning Plan
Collaboration	Principal Leadership & Performance	<ul style="list-style-type: none"> Engage in Principal Performance Development Plan utilising the Australian Professional Standards for Principals Engagement in leadership learning through participation in regional Professional Learning Communities (PLC's) Promote a culture of high expectations of continuous improvement with staff and community Develop and embed a feedback and coaching framework to insure consistency in every classroom 	<ul style="list-style-type: none"> Principal Performance Development Plan embedded Participation in Regional leadership forums and PLC All staff involved in developing and reviewing annual performance review process Teachers feel confident applying evidenced-based teaching and learning practices. 	Australian Professional Development Plan School Opinion Survey Headline Indicators



Empowerment/Capability	School Performance	<ul style="list-style-type: none"> • Develop, implement and drive school improvement aligned to the Explicit Improvement Agenda • Embed cluster planning session processes to quality assure teaching delivery, student outcomes and moderation • Continue to embed Positive Behaviour for Learning 	<ul style="list-style-type: none"> • Explicit school improvement agenda enacted • All teaches participating in internal moderation and external moderation • All teaches participating in regular cluster planning and moderation sessions 	<p>Annual Implementation Plan</p> <p>Staff meeting agendas</p> <p>PLC cluster meeting agendas</p> <p>PBL meeting minutes</p> <p>Parade agendas</p> <p>Newsletters</p>
Accountability	Local Decision Making/Regional Support	<ul style="list-style-type: none"> • Review and embed the School Code of Conduct, incorporating PBL strategies • Actively involve Parents and Citizens Association in decision-making processes and activities to support student learning • Maintain strong relationships with local businesses, sporting groups and other organisations • Continue to build collegiality with other small schools in the cluster: camp, open days • Develop and embed a balanced appreciation and participation of both sporting, cultural and artistic experiences within school activities 	<ul style="list-style-type: none"> • Parent and Community Engagement Framework embedded • Learning and Wellbeing Framework embedded • All eligible student participating in Prep and Junior to Secondary transition program • Opportunities for students to participate in extra-curricular activities and/or interschool activities • Social media (Facebook) used to share upcoming events and P&C events • Regular communication with parents using current technologies • School website up-to-date 	<p>School Opinion Survey</p> <p>School data profile</p>

The plan was developed in consultation with the school community and is a statement of direction that meets school needs and systemic requirements.

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Principal

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Community Representative

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Assistant Regional Director